



**SPECIAL EDUCATIONAL
NEEDS and DISABILITIES
POLICY
DOWNS INFANT SCHOOL**

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SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

This policy provides information to conform to the requirements as set out in the Special Educational Needs and Disability Regulations 2014. It encompasses the approach and policy with regard to SEND at Downs Infant School and includes the information required to be published in the form of the Special Educational Needs Information Report 2016-17. (This can be found on the school website.)

1. INTRODUCTION

At some time in their school career many children will experience difficulties in learning. The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) states that a pupil 'has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

A pupil with special educational needs, therefore, is one who has difficulty learning what most pupils of a similar age learn successfully. The difficulty may be related to an inherent or transient learning difficulty, general or in a specific area, or to a physical or sensory disability, or to factors in the pupil's personality, motivation or emotional development - anything which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for children of the same age in schools. These broad areas of need are identified in The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014) as communication and interaction, cognition and learning, social emotional and mental health difficulties and sensory and/or physical needs. A child's difficulty may be there all the time, or it may only become apparent when the pupil is faced with tasks or challenges which are either too difficult for him or her to handle without special support and guidance, or perhaps presented in a way which the child finds difficult to understand or access.

At Downs Infant School we are committed to identifying special educational needs at the earliest possible instance and to supporting each and every child through such difficulties by providing the best learning conditions for each pupil, alongside their peers wherever possible. All staff have high expectations of pupils with special educational needs and it is our intention, through early identification and focused and appropriate support, to enable these pupils to maximise their learning potential and, wherever possible, to make accelerated progress in order to reduce any gap that may exist between their achievements and those of their peers.

The contributions, abilities and achievements of all children at Downs Infant School are valued equally. The child with special educational needs is recognised as an individual with particular needs who has the same entitlement as all children to the full range of the school curriculum. All of our teachers have a responsibility for identifying and meeting the special educational needs of pupils through differentiation and varying teaching styles, as well as providing different and additional activities, according to individual needs.

The intention to provide access for children with special educational needs to the full range of the school curriculum may also entail significant curricular adaptations, increased monitoring of progress, in-class support, part-time withdrawal into small or individual teaching groups, individual programmes of work, and pastoral or behavioural procedures. Special arrangements may involve the school's own resources only, or the additional help of outside support services such as the Language and Literacy Support Service, the Centre for Alternative Education, the Sensory Needs Service, the Schools Psychological Service, or services more generally associated with health (e.g. Speech Therapy, Child and Adolescent Mental Health Service, Paediatrics). Additional support may also be accessed via community-based initiatives that may support the child within their family or community environment (e.g. Positive Parenting Programme) whilst maintaining continued links with school as appropriate.

At Downs Infant School we aim to provide for all kinds of SEN wherever possible and to fully support all children who may have special educational needs in every aspect of their school experience. We follow a graduated approach to the identification and assessment of special educational needs as outlined in the Special Educational Needs and Disability Code of Practice (2014). (This document may be made available to parents/carers upon request, or may be obtained from the Department for Education - Ref: DFE-00205-2013. It is also available online at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25m>). This graduated approach takes the form of a four-part cycle of assessment, planning, implementing and reviewing. It is also our intention to provide support to parents/carers and families of children who have been identified as having special educational needs where appropriate. Such support may range from offering time for discussions with staff in school to accessing outside agency support that may take place in or out of the school day and/or premises.

The importance of a partnership between teachers and parents/carers is valued highly within our school, most particularly when a child is experiencing difficulties. Parents/carers are consulted at every stage of the cycle of assessment, planning, provision and reviewing, and their views, support and involvement are of utmost importance. We also endeavour to seek the views of the child regarding any difficulties that s/he may be experiencing and to involve him or her in building upon their strengths to try to address and overcome these difficulties. Pupils are involved in identifying, understanding and evaluating their learning targets wherever possible.

2. THE OBJECTIVES OF DOWNS INFANT SCHOOL IN MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- To identify and assess the special educational needs of pupils within our school as early as possible.
- To enable pupils with special educational needs to benefit as fully as possible from their education.

- To have high expectations for good progress for pupils with special educational needs or for attainment in line with their peers.
- To meet the needs of all pupils who have special educational needs either throughout, or at any time, during their school careers.
- To utilise a continuum of provision, that may be made in a wide variety of different forms, to meet, as best as possible, the continuum of special educational needs within the school.
- To offer full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.
- To meet the special educational needs of children alongside their peers wherever possible.
- To consider the views of parents/carers at every stage of identification, assessment and provision regarding special educational needs and to value the vital role that they have to play in their child's education.
- To seek and take into account the views of the child wherever possible.
- To set suitable learning challenges.
- To respond to pupils' diverse needs.
- To offer appropriate support to parents and families of children with special educational needs.

At Downs Infant School we believe that every child is entitled to equal access to the curriculum that we provide. We endeavour to ensure equal access for all our pupils through appropriate planning, teaching, monitoring and assessment of the curriculum and through appropriate adaptation of the learning and physical environment as necessary. The quality and effectiveness of our identification, assessment and provision arrangements for pupils with special educational needs will be continuously monitored and evaluated against these objectives, which will themselves be subject to regular reviews.

3. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

(See also the Safeguarding Policy for Downs Infant School.)

At Downs Infant School we are committed to ensuring that, for all children, we:

- Arrange to take all reasonable measures to ensure the risks of harm to children are minimised
- Arrange to take all appropriate actions to address concerns about the welfare of the child, or children, working to agreed local policies and procedures in full partnership with other local services. ('Safeguarding Children in Education' DfES 2004.)

All staff within the school are aware of their responsibilities with regard to the protection of all children from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern.

Staff are aware that, for some children with special educational needs and/or disabilities, they will additionally need to take into consideration these difficulties/needs and respond accordingly. (e.g. For children with speech, language and communication difficulties, various methods of communicating with pupils may be necessary.) Furthermore, for some children, their special educational need or disability may place them in a position of greater vulnerability. The staff are aware of this potential risk and take all reasonable measures available to reduce this risk.

4. CHILDREN WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY AND WHO HAVE SPECIAL EDUCATIONAL NEEDS.

The assessment, planning and provision for these children is the same as for children who are not looked after, although there may be additional involvement from agencies, such as Social Services, which may not be usual for other children with SEN within the school.

5. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At Downs Infant School we are committed to ensuring equality of education and opportunity for all pupils. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will not directly, or indirectly, discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. (See also Downs Infant School Accessibility Plan.)

The Equality Act (2010) defines a disabled person as someone who has a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Individuals who have special educational needs (i.e. those with a learning difficulty which calls for special educational provision to be made for them) may, or may not, have a disability. Conversely, those with a disability may, or may not, have special educational needs.

This school uses the "social model" of disability, as the basis for its work to improve equality for, and tackle discrimination against, disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. It is in the spirit of this model that we endeavour to enable children with special educational needs to have full access to the curriculum and to maximise their learning potential by adapting our teaching and provision to this end. Every one of our pupils is equally valued as a unique individual who makes a positive contribution to the school.

Our intention, as a school, to be inclusive and to value all staff and pupils equally and to reduce barriers to learning and participation, is referred to in the school Inclusion Policy, the Race Equality Policy and the Equal Opportunities Policy. Subject policies also refer to our aim to be inclusive in all areas of the curriculum.

6. PROVISION AND CO-ORDINATION OF EDUCATION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

All teachers have a responsibility for meeting the special educational needs of pupils in their class. Provision made for such pupils may include increased curriculum differentiation, increased monitoring of progress, significant curricular adaptations, modification of teaching approaches, in-class-support, part-time withdrawal into small or individual teaching groups,

individual support, individual programmes of work, nurture group, fine and gross motor skills groups, behavioural support or pastoral procedures.

Provision for children with special educational needs may involve the resources within the school only, or the additional advice and/or input from outside support agencies (e.g. Language and Literacy Support Service, Schools Psychological Service etc).

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the headteacher, the Special Educational Needs Co-ordinator and all other members of staff have important responsibilities.

The Special Educational Needs Co-ordinator (SENCO), Mrs Julie Claydon, is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs at school.

It is the role of the Special Educational Needs Co-ordinator to be responsible for:

- Overseeing the day to day operation of the school's Special Educational Needs Policy
- Liaising with and advising fellow teachers
- Managing learning support assistants/Individual Needs Assistants/EHCP
- Co-ordinating provision for children with special educational needs
- Overseeing the records of all pupils with special educational needs
- Liaising with parents/carers of children with special educational needs
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

7. ADMISSION ARRANGEMENTS, ACCESS AND SPECIALISMS

The admission arrangements for pupils with special educational needs who do not have a Statement (or EHCP) do not differ from those for other pupils entering the school. All pupils follow the standard entry procedures for admission into the school. Brighton and Hove Council is the Admissions Authority that manages all admissions for maintained schools in Brighton and Hove.

If a pupil has a Statement of Special Educational Needs/ EHCP, the Governing Body will determine whether the requirements of the Statement/EHCP can be adequately met before allocating a place for the pupil.

The school building is on three levels in one wing of the school and at ground level throughout the remainder. The ground level of the school is accessible to wheelchair users, although space within classrooms is limited.

The SENCO, Mrs Claydon, has considerable experience of working with and assessing children with special educational needs. She has worked as a class teacher, senior teacher and Year Group co-ordinator in the school and carries out Special Needs Support teaching within the school. She is a fully qualified Educational Psychologist and has an MSc in Child Development with Clinical Studies. She is part of the senior leadership team within the school.

The SEN support team consists of Learning Support Assistants/Individual Needs Assistants and varies with the number of pupils with a Statement of SEN or EHCP.

Learning Support Assistants (LSAs), provide learning support for pupils with SEN across the school. They have attended a comprehensive range of training courses relating to SEN and have considerable experience of working with children across the infant age range.

Individual Needs Assistants (INAs) work in a one-to-one capacity to support children who have a Statement of Special Educational Needs or an EHCP. They may also work at other times as LSAs with individual children or with small groups of children with special educational needs. They also have attended a range of training and have developed expertise in the area of special educational needs.

All members of the SEN support team attend ongoing weekly training in Makaton signing and this is disseminated to all teaching staff within the school. Further training on SEN for all staff is provided by the SENCO and/or outside agencies with different areas of expertise e.g. speech and language, autistic spectrum condition, sensory needs.

There is a flexible approach that includes support in class or withdrawal, as appropriate, in order to maximise efficiency of resources.

8. ALLOCATION OF RESOURCES

The school receives funding for Special Educational Needs through the CYPT Finance Budget Share. These funds are deployed towards staffing and resources and are allocated as follows:

- To enable the SENCO to have adequate time for co-ordinating SEN provision and the assessment of needs
- To enable children identified as having special educational needs to be supported by the SENCO
- To enable Learning Support Assistants to support children with special educational needs
- To give appropriate support to pupils with a Statement of SEN/EHCP
- To allow for the continuation in school of programmes negotiated by outside agencies e.g. Learning Support Service, Speech & Language Support Service
- To purchase resources to support the learning of children with special educational needs, including ICT.

The Headteacher and Governing Body review the allocation of resources each year in consultation with the SENCO and other staff.

9. RESPONSIBILITIES OF GOVERNORS

School governing bodies have important statutory duties under the Children and Families Act (2014) towards pupils with special educational needs and disabilities:

The governing body must:

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN

- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEN
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEN
- Ensure the school produces and publishes online its school SEN information report
- Ensure the school has arrangements in place to support children with medical conditions
- Co-operate with the local authority (LA) in developing the local offer

Teaching and learning

- Ensure that there is a qualified teacher as the special educational needs co-ordinator (SENCO) for the school
- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and providing appropriate teaching
- Make sure that the responsible person (usually the headteacher) makes all staff who are likely to teach the pupil aware of the pupil's SEN
- Consult the local authority (LA) and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area
- Ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as it is compatible with: their receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources

Admission

- Admit any child whose SEN Statement or Education, Health and Care Plan (EHCP) names the school.

10. THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At Downs Infant School we follow closely the approach set out for schools in the Department for Education's Special Educational Needs and Disability Code of Practice: 0-25 Years. This approach is contingent upon a continuous and systematic cycle of assessment, planning, intervention and review. Progress within this model is a two-way process. The objective in all cases is to progress from a higher to a lower level of intervention.

11. IDENTIFICATION AND ASSESSMENT

We aim to identify children with special educational needs at the earliest possible instance in order to provide a programme of support to address these needs before they may become compounded or lead to disenchantment and low self-esteem. The fundamental level of identification and assessment available in our school is represented by the routine procedures

used by each class teacher for observing, recording and reviewing the progress and development of all pupils.

Assessment of core curriculum skills is continuous and ongoing throughout the school. A system of key curriculum indicators (known as Checkpoints) has been incorporated into these assessments and records for literacy and numeracy to highlight if a child is experiencing difficulty or if they are not making appropriate progress. Information from these Checkpoints, along with information provided by monitoring records, discussion with the child, information from parents/carers, discussion with SENCO and any further assessments or other information from relevant sources is used to identify children with learning difficulties. Similarly, gathering and monitoring of information regarding other areas of development, e.g. behaviour, dexterity, social skills, will aid in the identification of other areas of special educational needs.

This curriculum-based approach to assessment offers the best means for the early identification of pupils whose progress suggests that they may be experiencing difficulties. It also provides the most direct and effective starting point for differentiation, planning interventions and for the development of Individual Education Plans (IEPs). High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Assessment is used to inform planning for effective teaching and learning. Classroom observation, talking with the pupil and National Curriculum assessment maybe supplemented by the use of appropriate screening tests or procedures and information provided by parents/carers.

We aim to ensure that the information gathering and assessment process is fourfold. It should focus on the child's learning characteristics, the learning environment that the school is providing for the child, the task and the teaching style. We recognise that some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships. We, therefore, look carefully at such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively. We also recognise that the child in school does not exist in isolation from external factors such as home environment, family relationships, community, cultural and environmental factors and we endeavour to gather information regarding these factors so far as is possible in order to develop a comprehensive profile of the child and their needs. Discussions with parents/carers are key to providing this information.

The class teacher is responsible for the identification of children who are experiencing difficulties within their class. The SENCO and senior leaders within the school will also be involved in monitoring progress and achievement in all classes. Early identification, assessment and provision are of fundamental importance in preventing difficulties becoming intractable. Concerns about pupil progress are considered in the light of the perceptions of all those concerned with the pupil and in the wider context of the pupil's learning or emotional/behavioural difficulties. Arrangements are made for incorporating the views of the pupil and parents/carers in the assessment process.

Assessment includes identification of both strengths and areas of concern; the strength of the pupil may provide a useful basis upon which to build.

After identifying that a child is experiencing a difficulty with learning, a decision will be made as to how best support the child, using all the available information and this will be discussed with parents. High quality teaching, differentiated for the individual pupil, will be the first step in providing for a child who has, or may have, SEN. In deciding whether to make special educational provision, the class teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. If, following this assessment process, it is decided that the child needs support that is additional to, or different from, that provided for the other children in the class, the child will be considered to have SEN.

In this process of continuous observation, recording and review, special care is also taken to establish clear communication between all those involved in teaching a pupil and to establish continuity from one year to the next within a particular phase of education, from one school to another, and from phase to phase, so that as much relevant information as possible is passed from teacher to teacher and from school to school.

12. CURRICULUM DIFFERENTIATION AND SPECIAL EDUCATIONAL NEEDS

In order for pupils with special educational needs to have access to a broad and balanced curriculum, including the National Curriculum, we must address individual needs in making the curriculum more accessible to all pupils whatever their special educational need. This may be achieved in several ways.

At Downs Infant School we have a responsibility to ensure that all pupils realise their full potential. In planning differentiated provision for pupils with special educational needs, insights may be gained which in turn enhance the curriculum experiences and learning opportunities for all. Approaches, such as active learning, collaborative learning, peer group tutoring in pairs, add to the general provision of quality teaching and learning for pupils of all abilities.

In the progressive strategy used in our school the first and most common course of action involves the class teacher differentiating the curriculum according to the need of an individual pupil. As outlined above, this is a process common to all pupils whether or not they have special educational needs. The progress and attainment of pupils are closely monitored and recorded and this information, along with knowledge of pupils' learning styles, motivation and other factors that contribute to successful learning are considered by teachers to inform target setting and to ensure personalised learning for all pupils. What distinguishes a pupil with special educational needs is the need for a more focused process of differentiation and target-setting and the introduction of additional, or different, strategies/interventions such as individual literacy, numeracy or behaviour management programmes. Additional approaches to support the emotional and mental well-being of pupils may also be beneficial. A child with special educational needs may, at times, also be working on an area of the curriculum that is different to his/her peers.

The process of differentiation may include consideration of the following factors;

- The identification of the strengths, experiences and language which the pupil brings to the learning situation and can be built upon;

- The particular skill or subject-matter which has to be learned;
- The pace of learning;
- The curriculum material being used;
- Any special equipment which may be needed, including IT;
- The positioning of the pupil in the classroom;
- The composition of teaching groups;
- Access to adult or peer support;
- The structure and organisation of the learning task (e.g. breaking down instructions and learning tasks into manageable steps);
- The means by which the requirements of the task are communicated to the pupil;
- The means by which the pupil is expected to respond, i.e. the way in which learning is demonstrated;
- Any special arrangements which may be necessary for motivating the pupil;
- Any special care or consideration which may be necessary in the approach to behaviour management or pastoral response.

13. THE GRADUATED APPROACH TO PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN DOWNS INFANT SCHOOL

At Downs Infant School we undertake a graduated approach to providing for children with SEN, as outlined in the SEND Code of Practice (2014).

The Code of Practice suggests four major areas into which children's needs may fall:

- Social, emotional and mental health,
- Cognition and learning,
- Communication and interaction,
- Sensory and/or physical needs.

All teachers provide quality first teaching for all children in school. This will include differentiation of the curriculum, teaching approaches and activities to meet the overall needs of the children. If, however, a child experiences difficulties in the areas outlined above, or is not making adequate progress, a graduated response of assessment, planning, intervention and review is initiated. This will inform decisions regarding the type of support to be provided and to determine whether the child has special educational needs.

It is the responsibility of all teachers in the school to identify whether a child may be experiencing difficulties in any of these areas. Concerns about a child's progress may also be expressed by parents/carers or outside agencies working with the child (e.g. speech therapists). It will then be the responsibility of the class teacher to discuss these concerns with parents and the SENCO in order to assess the needs of the child and determine whether they require additional support.

If steps are taken to provide additional support for a child, a detailed written summary of the stages of intervention is provided for the parents and the level of support at which the child is to be placed is clearly indicated within this. This allows parents/carers to be able to refer to this information beyond the discussion with the class teacher.

14. CLASS FOCUS

At Downs Infant School we have thorough assessment and monitoring measures in place to identify when a child is not making appropriate progress or is not achieving at the required level of learning. When a teacher considers that a child is experiencing some difficulty the first step will be to discuss these concerns with the child's parents/carers and the SENCO. It may then be agreed for the child to receive support at CLASS FOCUS.

This is not a requirement of the Code of Practice. In order to address and monitor progress at the earliest possible instance we have introduced indicators to identify very small steps of learning difficulty for literacy and numeracy. If a child is identified as having a difficulty with any of these steps the teacher will provide high quality teaching targeted at the child's areas of weakness. This will also include additional differentiation and interventions within the class. Targeted, time limited, programmes to address specific areas of learning might also be put in place. As detailed previously, a variety of assessment information may be used to identify if a child is having difficulties across the broad spectrum of the school curriculum. This is the beginning of our graduated approach.

When a child is placed on CLASS FOCUS the teacher will complete a CLASS FOCUS form that will record the proposed learning targets and strategies to be implemented for the review period. This will be discussed and agreed with parents/carers and the programme will be signed by parent/carer accordingly. The views of the child will also be sought in the manner most appropriate to the age and needs of the child. Pupil progress will be carefully monitored and outcomes against targets recorded on the CLASS FOCUS form. This will be monitored termly with the Headteacher and SENCO.

If there is evidence that, after intervention at CLASS FOCUS, appropriate progress has not been made, the needs of the pupil will be discussed with the parents/carers and SENCO. Following this assessment of progress and the review of the child's learning, it will then be decided whether the child would benefit from continued support in this manner, or whether they require something additional to, or different from, that normally available to pupils of the same age. This will be discussed with parents.

15. SCHOOL SUPPORT

When it has been agreed that a child will benefit from provision that is additional to, or different from, that provided as part of the school's usual differentiated curriculum and strategies implemented at Class Focus, the child will then receive support at SCHOOL SUPPORT. In this case, in accordance with the SEND Code of Practice, the child will be identified as having special educational needs.

Alongside the planning, implementation, assessment and review of focused teaching and interventions carried out at Class Focus, we have Special Educational Needs curriculum indicators in place to help teachers to identify whether a child is in need of support at SCHOOL SUPPORT. Triggers for intervention through SCHOOL SUPPORT may also be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or maths skills which are not ameliorated by the behaviour management techniques usually employed in the school
- Presents persistent social, emotional or behavioural difficulties which are not ameliorated by the behaviour management and/or support and pastoral techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Evidence to support the decision as to whether a child will require intervention at SCHOOL SUPPORT will be gathered by the class teacher and the SENCO. Once a decision has been made regarding SCHOOL SUPPORT in consultation with the child's parents/carers, the teacher, together with the SENCO, will collect all the available information about the child from the previous cycle of support. They will also seek additional information from the parents/carers. This will help to inform the decision on the nature of the additional help that will be needed by the child through SCHOOL SUPPORT.

Class teachers work with the SENCO in monitoring, assessing and drawing up an appropriately adapted teaching and/or learning approach. With permission from the parents/carers, informal advice may be sought from outside agencies including Health Services. At this stage an Individual Education Plan (IEP) and Provision Map will be drawn up where the provision will be different from, or additional to, the normal class provision. This provision may include small group or individual teaching sessions with the SENCO or support staff, specialised programmes of work implemented in the class or access to personalised or specialised learning programmes, activities and/or materials.

The additional support that is decided upon to meet the needs of a child with SEND will usually be implemented, at least in part and as far as possible, in the normal classroom setting. It may be necessary to withdraw pupils from this setting at times in order to maximise their learning potential, or if they are working in a group of pupils from different classes. This may also be necessary in order to maximise the efficient use of resources. In such cases, strategies to generalise learning into the class setting are incorporated into the support provided.

The child's progress will be carefully monitored by the class teacher and SENCO. Copies of weekly plans, assessments in class and monitoring information are made available to the SENCO for this purpose. A review of this progress, involving parents/carers, will take place each term. The views of the child will also be sought in the manner most appropriate to the age and needs of the child.

If it is evident that the child is making good progress and is achieving at the appropriate curriculum level, or no longer experiences the difficulties affecting their learning and well-being, the child will no longer receive support at School Support. This will be discussed with parents/carers and the child will then move to Class Focus. The child's subsequent progress and achievements will continue to be closely monitored whilst the child remains on Class Focus.

16. SCHOOL SUPPORT PLUS

If it is felt that, despite intervention at SCHOOL SUPPORT, the child fails to make sufficient progress, the SENCO will take a decision in consultation with colleagues and parents/carers to request advice from external services. This level of intervention is termed SCHOOL SUPPORT PLUS. (This differentiation between the terms School Support and School Support Plus is for recording purposes within school. The SEND Code of Practice refers only to SEN School Support.)

The triggers for SCHOOL SUPPORT PLUS could be that, despite receiving an individualised programme and/or concentrated support under SCHOOL SUPPORT, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and maths skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning.

Specialist advice/support may be sought from outside agencies including Speech and Language Therapy, Health Services, Language and Literacy Support Service, Educational Psychologists etc. Advice may be provided by these services or they may carry out further assessments of the child's needs. Advice or involvement may also be sought from agencies who are able to provide support to the child and their family in the wider contexts of school, family and community e.g. Integrated Team for Families. The SENCO may also access resources that are made available to the school via links between schools in the local community (or 'cluster' schools).

Parents/carers are entitled to request referral to these agencies via the school, or they may seek referral by some other means. Parents/carers are entitled to request referral to the school's Educational Psychologist but the school will have to take into account the needs of all pupils who have special educational needs in prioritising such referrals.

A new Individual Education Plan (IEP) will be drawn up in the light of outside/specialist advice and this will be monitored and reviewed in the usual way.

17. INDIVIDUAL EDUCATION PLANS (IEPs)

At SCHOOL SUPPORT and SCHOOL SUPPORT PLUS the targets, which are different from or additional to the differentiated curriculum in class, will be written on an IEP. These targets will be discussed with all relevant parties including pupil and parents/carers.

The IEP will include information about:

- The short-term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the IEP is reviewed)

The IEP will consist of three or four individual targets that will focus upon the area(s) of difficulty that the child is experiencing with the intention of focusing support and teaching to overcome these targeted difficulties, thus maximising opportunities for learning and progress. The IEP will be discussed with the child and the parents/carers.

The strategies specified in the IEP will usually be implemented, at least in part and as far as possible, in the normal classroom setting. It may be necessary to withdraw pupils from this setting at times in order to maximise their learning potential, or if they are working in a group of pupils from different classes. This may also be necessary in order to maximise resources. In such cases, strategies to generalise learning into the class setting are incorporated into the support provided.

The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher and is closely monitored by the SENCO via weekly and daily planning.

IEPs will be reviewed each term. Parents/carers will be involved in each review, and the views of the child will be sought as appropriate to their age and/or needs. New targets may be written after the review, or it may be agreed that it is necessary to continue to work on some targets for longer than one review period.

The child may move from SCHOOL SUPPORT to SCHOOL SUPPORT PLUS at review, or vice versa.

18. ASSESSMENT AND REVIEW

All pupils' progress and achievement is comprehensively monitored and assessed throughout the school year by class teachers, SENCO, curriculum and senior leaders and the headteacher. These assessments are used, along with assessments of pupil progress and achievement in the direct interventions put in place to support a pupil with SEND, to inform planning the next stage of support. Information regarding the child's individual development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services will also be taken into consideration. This review takes place each term and is summarised in an 'SEN Review Meeting' that is held between the SENCO and teacher, and involves parents/carers and the child. Assessments are reviewed on a termly basis, and more frequently if appropriate, to help ensure that support and interventions are matched to need and that barriers to learning are identified and overcome.

The child may move from SCHOOL SUPPORT to SCHOOL SUPPORT PLUS at review, or vice versa.

19. STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS AND STATEMENTS

The special educational needs of the great majority of children will be met effectively within a mainstream setting through SCHOOL SUPPORT and SCHOOL SUPPORT PLUS, without the local education authority needing to make a statutory assessment. If the child continues to demonstrate significant cause for concern and success has not been achieved at SCHOOL SUPPORT PLUS the school, with parental consent, may request for the local education authority to carry out an Education, Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC Plan.

Parents/carers may request the local authority to conduct an education, health and care needs assessment for their child. In addition, anyone else (e.g. foster carer, health and social care professional) can bring a child who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC assessment may be necessary. This should be done with the knowledge and, where possible, agreement of the child's parent/carer.

When a request is made to the Local Authority (LA) for an EHC needs assessment, the SENCO will collate all relevant information and send it to the Local Authority. Parents'/Carers' views will be sought and advices from other related professionals will be included in the LA's decision as to whether to carry out an EHC needs assessment.

20. EDUCATION, HEALTH AND CARE PLANS

Where, in the light of an EHC assessment (as detailed above), it is necessary for the LA to determine that special educational provision is to be made in accordance with an EHC plan, the LA must prepare a plan. The EHC plan is required to detail the pupil's special educational needs and the special educational provision that the LA consider necessary to meet these needs. It will also detail the type and name of the school that the pupil will attend (as agreed with parents), health and care needs and associated provision.

It may be that it is necessary to allocate an Individual Needs Assistant (INA) to support the delivery of the provision set out in an EHC plan. A pupil may require the support of an INA for all, or some, of the school day and this is generally financed by the school.

Individual Education Plans (IEPs) containing targets that reflect high expectations are written for pupils who have a EHC plan and pupil progress is reviewed each term. Additional to this, an Annual Review is held (six month review for pupils under the age of 5 years) to which all involved professionals are invited to contribute. The EHC plan may be subsequently revised accordingly.

21. SPECIAL EDUCATIONAL NEEDS REGISTER

All children who are receiving support at School Support, School Support Plus, or who have a EHC plan, will be placed on the SEN Register that is kept and maintained by the SENCO. A record of all children who are receiving focused teaching in class at Class Focus is also kept and maintained by the SENCO.

22. ACCESS TO THE CURRICULUM

Downs Infant School is an inclusive school where we give all children with special educational needs and disabilities as full access as possible to a balanced and broadly based curriculum, including the National Curriculum, in our endeavour to ensure that our pupils maximise their potential and achieve the outcomes of the Every Child Matters agenda. Maximum curriculum access is achieved by varying teaching methods, differentiating the curriculum (as outlined previously in this policy document) and by the class teacher, SENCO, LSA and INA supporting the pupil directly in class. Support may also be provided on a withdrawal basis, if it is considered that this will enable the child to achieve their targets more effectively. It may also be necessary to withdraw pupils from the class to work in a group made up of children from other classes. Where children are withdrawn from class, strategies to generalise learning to the class situation are put in place.

An Access Plan is in place to ensure that pupils with disabilities (which may or may not include pupils with SEN) have equal access to the curriculum wherever possible. The Access Plan covers short, medium and long term targets that the school is working on to address access to the curriculum for these pupils. Targets pertaining to physical access and the delivery of information are also contained within the Access Plan. Please refer to the Access Plan for further details.

23. PARENTAL AND PUPIL INVOLVEMENT

We work comprehensively with parents/carers to provide the best learning environment for all the children in our school.

Issues concerning educational needs may be raised at consultation evenings held throughout the year or at other times with the class teacher at mutually convenient times. Parents/carers of children who have been identified as having special educational needs will be able to discuss IEP targets, progress and provision during a review with the class teacher (and/or SENCO) at least termly. If parents/carers have a concern they want to raise with the SENCO they can make an appointment at a mutually convenient time. Concerns are usually discussed with the class teacher in the first instance and the SENCO informed. Both class teachers and the SENCO will always make themselves available to meet with parents/carers at a mutually convenient time.

When the class teacher expresses concern about a pupil, parents'/carers' views will be sought as well as those of the child (as appropriate to the child). If a pupil is to receive support at SCHOOL SUPPORT or SCHOOL SUPPORT PLUS, the SENCO, teacher, parents/carers and the

child (as appropriate) will be involved in developing an IEP. Parents will receive a copy of the IEP with their role in supporting any targets clearly identified.

The views of parents/carers as well as those of the child (as appropriate to the age and needs of the child) will be sought at every stage and parents/carers are consulted when it is felt appropriate by the school to seek further professional advice.

Where a parent/carer feels that a child's needs are not being met, there is a complaints procedure (see below).

24. INCLUSION ARRANGEMENTS

We are committed to the inclusion of children with special educational needs in our school wherever possible, and support teachers and ancillary support may be made available to achieve this as necessary. (Further details regarding our approach to inclusion are detailed in the Downs Infant School Inclusion Policy.)

25. EVALUATING SUCCESS

The success of the Special Educational Needs Policy may be evaluated against the objectives of Downs Infant School in making provision for pupils with special educational needs, which have been detailed previously in this document.

The consideration of the class teachers' and SENCO's assessments of each child's progress through the curriculum in the light of their specific needs, and the effectiveness of the provision made to them, will also contribute to evaluating the success of this Policy.

26. COMPLAINTS

Each member of staff is committed to meeting the special educational needs of the children who attend Downs Infant School. However, should any parent/carer of a child with special educational needs become dissatisfied with the level of support that their child might be receiving they should address their concerns in the first instance to the Acting Headteacher, Ms Tracey Grennan. Should the matter not be satisfactorily resolved following this course of action, the complaint may be taken to the Governing Body of the school.

Please refer to the school's Complaints Procedure for further details.

27. SPECIAL EDUCATIONAL NEEDS IN-SERVICE TRAINING

The in-service training of staff regarding special educational needs will be identified through the School Development Plan, the SEN Development Plan, the Access Plan and the Disabilities Action Plan. The training will also be linked to the changing issues in this area, as well as to the changing needs of staff and the expertise that exists within the school. Training and courses may also be provided by staff within the school, by staff from other schools, by support agencies in the LA and across the community, by the LA or by other LA's and professional bodies. All teaching and non-teaching staff within the school are encouraged to attend

courses relating to special educational needs as part of their continuing professional development. Staff may also be directed to specific and relevant training by the SENCO.

28. LINKS WITH OTHER SCHOOLS AND TRANSITION BETWEEN SCHOOLS

The SENCO liaises with pre-school providers as necessary. The SENCO and Individual Needs Assistant/class teacher will visit children who are starting at Downs Infant School with an EHC plan in their pre-school setting prior to their entry to school as appropriate.

SEN information received from parents and pre-school settings on entry is taken fully into account when settling new children in. The headteacher conducts induction interviews with parents of mid-year new entrants before they start in order to determine whether the child may have any special educational needs.

There are close links with Downs Junior School and both SENCOs meet at least once every half term. Additionally, the SENCO meets with other SENCOs from the cluster group of schools within the local community (Balfour Primary School, Downs Junior School, Hertford Infant School, Hertford Junior School) on a twice termly basis to identify training needs relating to SEN, to participate in shared training and to share knowledge and experience.

During the summer term, the year two teachers and SENCO liaise with local junior schools to discuss transition of children with special educational needs. Additional visits to receiving junior schools may be arranged for children who have special educational needs and other measures that will be supportive to the transition process will be put into place e.g. transition books, transition plans etc.

29. EXTERNAL SUPPORT SERVICES

SEN support services are called upon, where appropriate, to assist the school in identifying, assessing and making SEN provision for pupils with special educational needs, not least, but not only, for those with intervention at SCHOOL SUPPORT PLUS and EHC plans. The SENCO liaises with these external support services.

Support may be sought from :-

- The Educational Psychological Service - A statutory service is provided by the EPS whereby individual children are discussed with, and referred to, the Educational Psychologist as their needs are identified in accordance with the SEN procedure.
- The Language and Literacy Support Service - Referrals are taken on an annual basis for the Literacy Support Service although advice may be sought at other times and this may lead to subsequent referral. The Literacy Support Service offers support for identified children in Year 2.
Termly audit meetings are held between the SENCO, the Language Support teacher and the Speech Therapist to identify, prioritise and refer children who have speech, language and communication difficulties.
- Speech and Language Therapy - Speech therapy may be sought by direct referral and will be discussed as above, or referral may be made by an outside agency e.g. GP.
- The Sensory Needs Service

- The School Nurse
- Seaside View Children's Centre
- Special Schools/Units
- Child and Adolescent Mental Health Service (CAMHS)
- Community CAMHS
- Counsellor
- Autistic Spectrum Condition Support Service (ASCSS)

30. WORKING IN PARTNERSHIP

We work in close partnership with parents/carers throughout the duration of each pupil's time at Downs Infant School. This is particularly important for children with special educational needs.

Staff within school, and particularly the headteacher and SENCO, also work in partnership with agencies within the Brighton and Hove Children and Young People's Trust (CYPT) (many of which are detailed above) to deliver support and advice to both children and parents at school.

Where the support that is required to help a child achieve lies outside the range of additional support that the school can provide, assessment and planning under the Early Help Family Assessment may be beneficial. This assessment aims to identify broader contributing factors to the difficulty a child is experiencing and tailor a support plan to address the specific issues. It is a consensual process involving the family in order to bring together all the services that lie within the CYPT to work to a single plan, building on the family's strengths. This may form the foundation of any subsequent referral to a specialist service where this is needed.

31. RELATED POLICIES

Further information may be obtained from the following school policies:

- Inclusion Policy
- Disability Equality Scheme and Action Plan
- Access Plan
- Race Equality Policy
- Equal Opportunities Policy
- Behaviour Policy (including Anti-bullying Policy)
- Supporting Pupils at School with Medical Conditions Policy
- Intimate Care Policy
- Safeguarding Policy

32. CONTACTS AND LOCAL OFFER

If parents/carers have any concerns about their child they should contact their child's class teacher. The SENCO/Inclusion Manager and the Headteacher may also be contacted via the school office.

Information about the school's approach to supporting children with SEND is also published, alongside that of other schools, on the Local Authority's Local Offer. This may be found online at:

<http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/welcome-brighton-hoves-local-offer>